



Mary Immaculate College

Module Satisfaction Survey

1.0 Introduction

The Module Satisfaction Survey (MSS) is a short questionnaire administered to all students, in-semester, while they are still taking their modules. One survey issued for each module. The MSS contains two main questions and it is intended as an initial indicator of overall student satisfaction within a given module.

While, the MSS forms part of MIC's quality assurance strategy, it is also intended to operate as part of a formative feedback process for lecturers, in tandem with the Student Evaluation of Teaching (SET) facility offered by the Centre for Teaching and Learning.

The MSS is not a summative quality instrument within a module. Data from the survey will not be used by the institution for the purpose of promotion or probation.

2.0 The Module Satisfaction Survey

The MSS has two overarching questions and students are asked to respond using a 1-5 point likert scale: *1 = Very dissatisfied; 2 = Dissatisfied; 3 = Neutral; 4 = Satisfied; 5 = Very satisfied.*

The first question is designed to give an overall satisfaction score and the second question is intended to ask more in relation to specific aspects of the module, ranging from teaching, learning, content and assessment to physical setting (rooms) and timetable. The result of the first question is used as the overall indicator of student satisfaction (see section 3.0 on scoring).

Figure 1.0 Module Satisfaction Survey questions

<i>Q1. All things considered, how do you feel about this module?</i>					
	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
<i>Q2. All things considered, how do you feel about each of the following aspects of this module?</i>					
a) Content	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
b) Difficulty	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
c) Resources	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
d) Delivery	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
e) Assessment model	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
f) Schedule	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
g) Rooms and facilities	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied

See Appendix A for the survey questions which students will receive for each module that they are registered on at the time of the survey and Appendix B for the glossary provided. Students will receive a separate questionnaire for each module they are registered on at the time of the survey.

3.0 Scoring

The first question asks “*All things considered, how do you feel about this module?*” The score for this question, for each module, is rounded to nearest decimal place. It is this score which will be used as the overall indicator of student satisfaction. A score of 3.0, in any module, is considered to be the threshold. Therefore, a score of 3.0, or below, indicates that, in the interest of quality assurance, further action is needed on the part of the lecturer(s) to investigate why a given module has received a score below the threshold.

4.0 Validity of response rate

Results from a survey with a response rate of less than 20% are considered invalid.

5.0 Procedure

5.1 Mode of administration

A link to the MSS is sent to each student by email. Each student can complete one MSS for each module for which s/he are registered.

Within the survey period, students will receive periodic reminder emails (see section 5.2 Timing). It will not be possible to respond to an MSS more than once for any given module.

5.2 Timing

The MSS will normally be administered between weeks 6, 7 and 8 of a given semester, from mid-week 6, through week 7 and terminating mid-week 8. The survey is available to students to complete at any time during this time window, but they may complete it only once for any given module.

Within three days of the commencement of the survey, each lecturer will get an email from the MIC Quality Office to notify them that the MSS is being carried out on their module(s). The email will provide a link to each module survey. This link gives access to live results from the survey for the remainder of the survey period (see Appendix C for an example of what a live survey might report).

Departmental and faculty level reports will be issued to Heads of Departments and Deans respectively after the survey has closed.

6.0 Module Satisfaction Survey Follow-up

If a module receives a score of 3.0, or lower, for Question 1, there is need for the lecturer(s) of that module to decide on a process of further review, in consultation with the Head of Department. The lecturer(s) and Head of Department will agree a follow-up action. The Quality Office and the Centre for Teaching and Learning (CTL) will provide support where possible, or where desired, in the follow up process. Examples of possible follow-ups, to investigate the cause of dissatisfaction, may entail:

- Talking directly with the class cohort;
- Seeking a third party to talk directly with the class;
- Meeting with the Class Representative;
- Requesting a CTL Student Evaluation of Teaching (SET) or a focus group for the module;
- Setting up a peer review partnership, through the CTL, where faculty members observe each other's lecturers and share constructive feedback confidentially;

- Identifying a professional development need and communicating this to the Director of Teaching and Learning for action;
- Following-up on specific issues that may have triggered dissatisfaction, such as room and facilities or schedule, with the relevant MIC office.

Once the follow-up process has been completed, a [MSS Review Form](#) will be signed off by the faculty member and the Head of Department.

The MSS is has a two-year formative cycle:

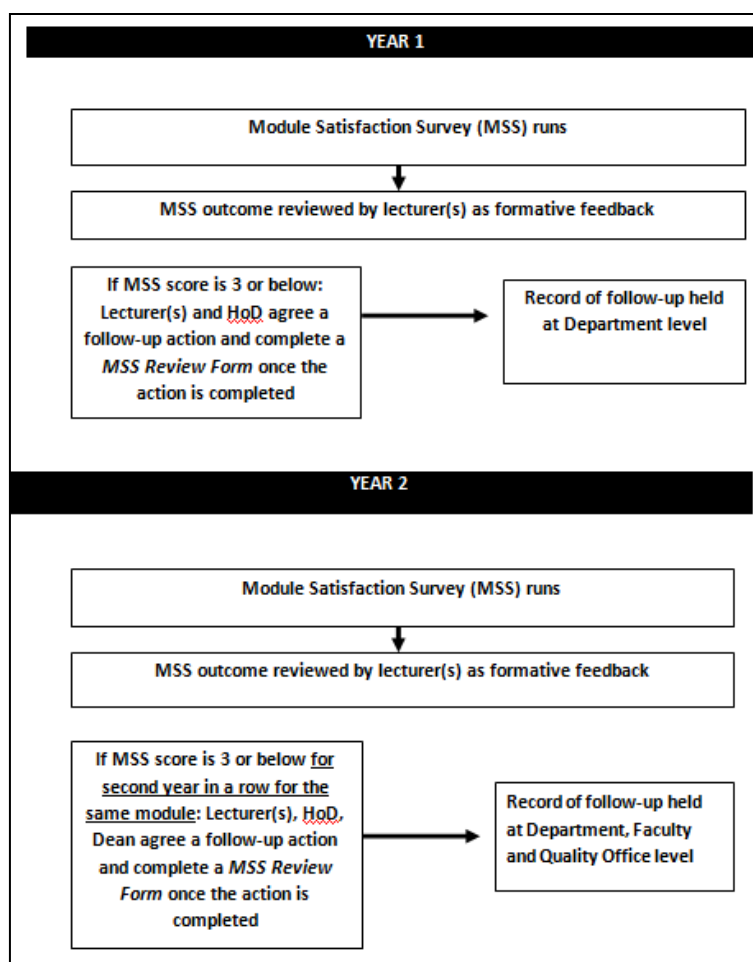


Figure 2.0 Module Satisfaction Survey Follow-up

Year 1

- Scores are only available to lecturers and Heads of Department.
- Aggregated scores are available to Deans and Senior Management (with no identifying information about module codes and lecturers).
- In cases where there is a score of 3.0, or lower, for Question 1, a course of action is decided upon by the lecturer(s) in consultation with the Head of Department.
- On completion of the follow-up action, a *MSS Review Form* is completed by the lecturer(s) and signed off by the Head of Department.
- The *MSS Review Form* is held by the Head of Department.

Year 2

- Scores are only available to lecturers and Heads of Department.

- Aggregated scores are available to Deans and Senior Management (with no identifying information to module codes).
- In cases where there is a score of 3.0, or lower, for Question 1, *for a second year in a row for the same module*, a course of action is decided upon by the lecturer(s) in consultation with the Head of Department and Dean.
- On completion of the follow-up action, a *MSS Review Form* is completed by the lecturer(s) and signed off by the Head of Department and Dean. This form is sent to the Quality Office.
- The *MSS Review Form* (year 2) is held by the Head of Department, Dean and Quality Office.

7.0 Data usage and confidentiality






The results of the MSS are confidential to the lecturer(s) on a given module, the Head of Department and Quality Office. The results can be used for Faculty-level reporting only in an aggregated form, where a relationship between aggregate data and individual members of academic staff cannot be made or inferred.

It is the role of the Quality Office to ensure access to raw data is limited to the lecturer(s) on a given module and the Head of Department. In all cases concerning the quality assurance process, the Quality Office will only report aggregated data in Quality Review documentation.

While MIC HR or management does not have the right to use the MSS data of an individual for promotion or probation review, the individual faculty members may present their data as part of any promotion or progression purpose should they wish to do so.

The MSS data will be held by the Quality Office and Heads of Department. Raw data will be retained for a period of two years. Aggregated data will be held for a period of five years.

Appendix A – The Module Satisfaction Survey questions and explanation which students receive for each module they are registered on.

Student Details					
Student:					
EMMA.BARRY					
Module to be Evaluated:					
EDU301-STeM6: TEACHING MATHEMATICS AND SCIENCE					
Survey Questions					
					Rating
Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	
1. All things considered, how do you feel about this module?					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. All things considered, how do you feel about each of the following aspects of this module?					
A) Content:					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
B) Difficulty:					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
C) Resources:					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
D) Delivery:					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
E) Assessment Model:					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
F) Schedule:					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G) Rooms & Facilities:					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
					Submit

Appendix B: Glossary

An elaboration as to what is meant by the headings in question 2	
Content	Syllabus and learning outcomes
Difficulty	Modules are designed to provide a challenge, but is this module unmanageably difficult?
Resources	Books, journals, equipment, software, computers etc. available to support the module
Delivery	The way the module is taught – e.g. lectures, tutorials, labs, problem-based learning, self-directed learning, online learning etc.
Assessment Model	The way the module is to be assessed – e.g. exams, class work, attendance, project work, team work, grading scheme etc.
Schedule	The timetable for class contact with lecturers, tutors, labs, assessments etc.
Rooms and Facilities	The suitability of the space provided for teaching, tutorials, labs etc.

Appendix C – Screenshot of a MSS Report

Module Coordinator Report -





11 October 2017

Overview






Number of Students:	416
Number of Responses:	2
Response Rate:	0.48%

Survey Questions

1. All things considered, how do you feel about this module?

 Very Dissatisfied:	0 (0%)
 Dissatisfied:	0 (0%)
 Neutral:	0 (0%)
 Satisfied:	0 (0%)
 Very Satisfied: 	2 (100%)
Average:	5.00

2. All things considered, how do you feel about each of the following aspects of this module?

						Average
A) Content	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (100%)	5
B) Difficulty	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (100%)	5
C) Resources	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (100%)	5
D) Delivery	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (100%)	5
E) Assessment Model	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (100%)	5
F) Schedule	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (100%)	5
G) Rooms & Facilities	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (100%)	5

AVERAGE SCORING ON A SCALE OF 1 TO 5, WHERE 1 = VERY DISSATISFIED AND 5 = VERY SATISFIED